



# Professional Development Workplan

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## INTRODUCTION: INVESTING IN PEOPLE TO REALIZE THE VISION

The Vision 2030: Professional Development Workplan represents a bold, systemwide commitment to equity, innovation, and institutional transformation across the California Community Colleges. As the largest and most diverse system of higher education in the nation, the collective strength of the California community colleges lies in the people who serve students every day: faculty, classified professionals, and administrators who bring expertise, care, and purpose to their work. This plan acknowledges that to truly meet the needs of California's 2.1 million learners—and to deliver on the state's broader goals for economic mobility, environmental sustainability, and equitable educational attainment, we must invest in the professional growth of those who teach, guide, support, and lead.

Co-led by the Divisions of Academic Affairs and Institutional Effectiveness, the Vision 2030: Professional Development Workplan establishes a cohesive and strategic structure to coordinate, elevate, and resource professional learning across all levels of the system. Grounded in a clear and unwavering commitment to sustained, intentional investment, this workplan positions professional development as a core driver of transformation, not a supplemental service. It affirms that closing equity gaps, scaling inclusive teaching and leadership, and fostering a future-ready system are only possible when human capacity-building at scale is a priority.

## A FRAMEWORK FOR PROFESSIONAL LEARNING AT SCALE

Professional development across the California Community Colleges will be intentionally designed around **three intersecting approaches** framing a professional learning ecosystem that is coherent, scalable, and deeply human-centered:

- **Professionally aligned experiences** will ensure that faculty, classified professionals, and administrators have access to learning that is *tailored to the specific demands of their roles* and responsive to the evolving needs of their fields. These opportunities will support instructional innovation, student services excellence, and institutional leadership.
- **Regional engagement** will be supported through *strong partnerships with regional consortia, districts, and colleges*, leveraging place-based expertise and regional priorities. This approach ensures that professional learning is contextually relevant, equity-driven, and grounded in the lived realities of students, educators, and communities across California.
- **Coordinated systemwide efforts** will focus on building *shared capacity and alignment* across colleges and regions through strategic training in areas such as equity, data fluency, AI literacy, leadership, affordability, and student-centered support practices. These efforts will allow for consistency and scale, while also enabling flexible local implementation.

Together, these approaches embody the values of Vision 2030: meeting learners where they are, eliminating barriers to success, and reimagining what is possible by investing in people.

This Vision 2030: Professional Development Workplan consists of nine activities to drive the 12 actions under the three strategic directions.

**Strategic Direction 1:** Equitable Baccalaureate Attainment

**Strategic Direction 2:** Equitable Workforce and Economic Development

**Strategic Direction 3:** Generative Artificial Intelligence and the Future of Learning

## ACTIVITY 1: AI LITERACY AND READINESS

Artificial Intelligence is transforming how students learn, how colleges operate, and how faculty teach. Professional development will build role-specific AI literacy and readiness, supporting faculty, classified professionals, and administrators in developing foundational knowledge of generative AI, large language models, ethical frameworks, and responsible use. Training will include practical integration of AI into instruction, advising, planning, and student services, supported by the HUMANS principles adopted by the Board of Governors. Participants will also engage with AI to enhance equity and retention through predictive analytics and timely intervention.

**Outcome:** This activity primarily drives the action under Strategic Direction 3.

## ACTIVITY 2: EQUITY-DRIVEN TEACHING, LEARNING, AND STUDENT SUPPORT

Closing equity gaps and fostering student belonging must remain at the center of teaching and learning. This activity supports educators in designing and delivering inclusive, culturally responsive, trauma-informed, and identity-affirming experiences—both in the classroom and across student support spaces. Professional development will build capacity in equity-minded pedagogy, including inclusive syllabus design, differentiated instruction, and transparent assessment strategies. Faculty, including counseling faculty and student services professionals will be trained to examine how emerging technologies, particularly generative AI and learning analytics can either reinforce or disrupt historical inequities, and use these tools critically and ethically in to advance equitable student success. Special emphasis will be placed on fostering critical digital literacy, supporting students and educators alike to navigate complex information environments, algorithmic bias, and the evolving intersections of technology, identity, and power. Training will also address the needs of multilingual learners, LGBTQ+ students, students with disabilities, justice-impacted students, and those experiencing basic needs insecurity, ensuring that equity-driven practice is not theoretical, but actionable and specific. Through this activity, professional learning will advance a shared culture of care, accountability, and excellence where every student is seen, supported, and empowered to thrive, and every educator is equipped to lead with equity from wherever they serve.

**Outcome:** This activity drives all 12 actions under the three Strategic Directions.

## ACTIVITY 3: LEADERSHIP DEVELOPMENT AND INSTITUTIONAL LEARNING

This activity supports faculty, classified professionals, and administrators in becoming equity-minded, future-focused leaders capable of advancing system transformation. Professional development will build capacity in strategic planning, intersegmental alignment, systems thinking, and strategic enrollment management, while also cultivating leadership practices rooted in belonging, inclusivity, and accountability. Leadership development opportunities will be delivered through a range of systemwide academies, equity-centered

institutes, and role-specific trainings designed to strengthen decision-making, data fluency, and collaboration across divisions and colleges. These offerings will support diverse current and aspiring leaders in navigating complex change, scaling equitable outcomes, systems-thinking and fostering inclusive institutional cultures.

**Outcome:** This activity drives all 12 actions under the three Strategic Directions.

## ACTIVITY 4: AFFORDABILITY AND BURDEN-FREE ACCESS

Affordability is foundational to equitable access, and for many students, the hidden costs of course materials, technology, and access tools present real barriers to persistence and completion. This activity expands professional learning that empowers faculty to design burden-free learning environments, reducing financial strain while increasing curricular flexibility and student engagement. Faculty will receive training and support to scale the adoption, adaptation, and sustainability of Zero-Textbook-Cost (ZTC) pathways and Open Educational Resources (OER). Professional development will also address how to leverage AI-powered tools to adapt, translate, and personalize content for diverse learners, supporting multilingual access, cultural relevance, and real-time responsiveness to student needs. This work will be integrated with broader initiatives in universal design, accessibility, and inclusive pedagogy, ensuring that instructional materials are not only cost-free, but also high-quality, equity-centered, and adaptable across modalities. Special focus will be placed on aligning ZTC and OER efforts with general education, career education, and high-enrollment gateway courses—maximizing impact across student populations. By embedding affordability into professional learning and instructional design, this activity reinforces the system’s commitment to removing systemic barriers, promoting inclusive teaching, and delivering on the promise of truly open access to higher education.

**Outcome:** This activity primarily drives the six actions under Strategic Direction 1.

## ACTIVITY 5: INCLUSIVE ON-RAMPS FOR DIVERSE LEARNERS

Today’s students bring a wide range of experiences, timelines, and educational goals—and the system must respond with flexible, inclusive pathways that meet them where they are. This activity expands professional development to support the design and delivery of accessible, accelerated on-ramps into credit-bearing and workforce-aligned programs. Faculty, administrators, and classified professionals will receive training to scale and strengthen strategies such as Credit for Prior Learning (CPL), noncredit-to-credit transitions, dual enrollment, and other flexible entry points that recognize the lived experience, prior knowledge, and unique needs of diverse learners. This work is particularly vital for returning adults, justice-impacted individuals, student parents, veterans, and working learners—many of whom have been historically underserved by traditional models. Professional development will emphasize equity-centered advising, inclusive program design, and integrated supports that help students move from entry to attainment with clarity and confidence.

Colleges will also build capacity to partner with employers, K–12 districts, adult education providers, and community-based organizations to ensure that these on-ramps are both regionally aligned and student-responsive. Through this activity, the system can expand credential access, improve retention, and advance economic mobility for learners whose pathways may not be linear.

**Outcome:** This activity primarily drives the 11 actions under Strategic Directions 1 and 2.

## ACTIVITY 6: WORKFORCE-ALIGNED PROGRAM INNOVATION

To meet the demands of a rapidly evolving economy and ensure equitable access to high-opportunity careers, colleges must continuously adapt their programs to align with current and future labor market needs. This activity supports the development and scaling of stackable credentials, “learn and earn” models, competency-based learning, and AI-informed curricula that reflect the realities of today’s and tomorrow’s workforce. Professional development will prepare faculty and workforce leaders to design and deliver

programs in sectors such as healthcare, education, climate resilience, advanced manufacturing, logistics, and information technology. Training will focus on embedding real-world tools, simulations, certifications, and work-based learning opportunities into instruction and assessment—ensuring that students not only gain technical knowledge but also graduate with the applied skills and experiences needed to succeed. This activity also emphasizes cross-sector collaboration with employers, workforce boards, and regional consortia to align curriculum with local and statewide industry demands. Faculty will be supported in leveraging emerging technologies, particularly AI and automation to design responsive, future-facing programs that center equity, inclusion, and regional economic mobility.

**Outcome:** This activity primarily drives the five actions under Strategic Direction 2.

## ACTIVITY 7: DATA FLUENCY AND EVIDENCE-BASED PRACTICE

Professional development will foster a culture of inquiry, transparency, and continuous improvement by building the data literacy of faculty, staff, and administrators across the system. This activity supports the ability to access, interpret, and act on disaggregated data—not only to comply with accountability metrics, but to advance equity-minded decision-making and improve student outcomes. Training will focus on the use of systemwide tools to support professionals in identifying equity gaps, monitoring progress toward student success goals, and evaluating the impact of programs, practices, and policies. Educators will be equipped to use data ethically and effectively in the design of curriculum, student support strategies, enrollment planning, and budgeting—ensuring alignment with Vision 2030’s strategic directions. This activity emphasizes that data fluency is not just a technical skill—it is a cornerstone of institutional equity, instructional transformation, and shared leadership.

**Outcome:** This activity drives all 12 actions under the three Strategic Directions.

## ACTIVITY 8: CLIMATE ACTION AND SUSTAINABILITY LITERACY

As California confronts the escalating impacts of climate change, the state’s community colleges have a critical role to play in preparing a climate-resilient workforce and advancing environmental justice. This activity builds professional capacity across roles to embed sustainability, climate literacy, and environmental justice into curriculum, student support, and institutional operations. Faculty, classified professionals, and administrators will engage in professional development to design and deliver instruction that promotes climate-informed critical thinking, green workforce readiness, and interdisciplinary problem-solving. Training will support the integration of sustainability topics across disciplines—from STEM and CTE to the humanities, social sciences, and student services—and will emphasize equity-focused approaches that account for the disproportionate environmental burdens faced by historically marginalized communities. Professional learning will also explore the use of AI and emerging technologies in climate modeling, data analysis, and scenario planning, as well as the development of green credentials, micro-pathways, and applied learning experiences that align with California’s climate action goals and industry needs.

This work will be closely linked to the Vision 2030: Climate Action Workplan and guided by partnerships with regional consortia, industry leaders, and environmental organizations.

**Outcome:** This activity primarily drives the five actions under Strategic Direction 2.

## ACTIVITY 9: EQUAL EMPLOYMENT OPPORTUNITY (EEO) AND EQUITY-MINDED HIRING PRACTICES

The California Community Colleges system’s commitment to diversity and equity begins with hiring. “The statewide EEO and Diversity Advisory Committee meets quarterly throughout the year to exchange information, develop resources, and promote best practices on issues related to diversity and the community college district EEO programs.” — Purpose Statement 2017 Legislative Report. This activity supports training and “EEO toolkits” for anti-bias recruitment, inclusive evaluation, equitable onboarding and practices, longitudinal data-tracking, retention, and mentorship. Districts will strengthen EEO implementation while building institutional cultures of belonging, engagement, and empowerment for faculty, classified professionals, and administrators so they are better equipped to serve students, especially from historically underrepresented groups.

**Outcome:** This activity drives all 12 actions under the three Strategic Directions.

## PROFESSIONAL DEVELOPMENT INFRASTRUCTURE: SYSTEMWIDE STRUCTURES TO ADVANCE THE ACTIVITIES

To ensure the effective implementation of the professional development activities outlined in this workplan, the California Community Colleges Chancellor’s Office is building a systemwide infrastructure that provides coordination, leadership, and support across roles, institutions, and regions. This infrastructure is designed to transform professional development from a series of isolated offerings into a cohesive, strategic system aligned with the Vision 2030 goals of equity in access, equity in success, and equity in support.

At the center of this infrastructure are two core structures: the systemwide **Professional Development Council** and the **Faculty Professional Development Workgroup**. Together, these entities provide the governance, collaboration, and alignment needed to operationalize professional learning across the entire California Community Colleges system. Under the leadership of these two groups, a range of key initiatives—such as AI literacy training, regional partnerships, leadership academies, and instructional innovation support—are being implemented to drive sustained impact across all professional roles.

### Professional Development Council: Strategic Coordination for Systemwide Alignment and Impact

To ensure coherence, coordination, and responsiveness across professional learning efforts, the Chancellor’s Office will launch and convene a systemwide Professional Development Council. This cross-functional body will serve as the central strategic hub for professional development planning and alignment, bringing together representatives from across the system to address the Vision 2030: Professional Development Workplan Activities.

Meeting quarterly, the Council will include leaders and practitioners from Institutional Effectiveness, Academic Affairs, the Vision Resource Center, CVC@One, the Digital Center, regional consortia, key system stakeholders and external partners. These members will work collaboratively to ensure that professional development remains agile, equity-driven, and aligned with both statewide strategy and field-level realities.

The Council will support the Vision 2030: Professional Development Workplan activities, as well as engage the following responsibilities:

- **Advance the three intersecting approaches** of the professional development framework—professionally aligned experiences, regional engagement, and coordinated systemwide efforts—by ensuring that faculty, classified professionals, and administrators have access to role-specific learning, regionally supported strategies, and systemwide events and initiatives in priority areas;

- **Align professional development investments** with Vision 2030 strategic directions and systemwide goals to ensure resources are equitably and effectively deployed;
- **Identify emerging trends, innovations, and challenges** that require coordinated action or new systemwide approaches;
- **Foster collaboration and coherence** across Chancellor’s Office divisions, initiatives, and external partners to avoid duplication and enhance impact; and
- **Support systemwide accountability and shared learning**, including identifying metrics for impact, surfacing promising practices, and strengthening knowledge exchange across colleges and regions.

## Faculty Professional Development Workgroup: Innovative Teaching and Learning across Systemwide, Regional, and Disciplinary Domains

To ensure coherence, collaboration, and innovation in instructional professional learning, the Chancellor’s Office will convene a Faculty Professional Development Workgroup as a key leadership body guiding the implementation of Vision 2030 faculty professional development opportunities. Co-led by the Academic Affairs Division and the Academic Senate for California Community Colleges (ASCCC), and supported by CVC@One, this group will steward faculty-centered planning and alignment across instructional modalities, disciplines, and innovations such as generative AI, ZTC pathways, and culturally responsive pedagogy.

Meeting monthly, the Faculty Professional Development Workgroup will include representatives from ASCCC, AI Faculty Fellows, Chief Instructional Officers, CVC@One, the Vision Resource Center, regional professional development networks, and the ASCCC Open Educational Resources Initiative (OERI), as well as experts in accessibility, information literacy, and instructional design. Staff from Institutional Effectiveness, Workforce and Economic Development, and Digital Innovation and Infrastructure will provide cross-divisional alignment and policy connection. Together, this group ensures that professional learning is grounded in faculty leadership, aligned with Vision 2030, and responsive to student needs.

The Workgroup will support the Vision 2030 Professional Development Workplan Activities, as well as engage the following responsibilities:

- **Provide systemwide instructional leadership** across **three** integrated areas of the faculty professional development ecosystem:
  - **Systemwide:** guiding the development of scalable offerings via platforms like the Vision Resource Center and CVC@One;
  - **Disciplinary:** supporting field-specific pedagogical transformation through the AI Faculty Fellows and cross-disciplinary collaboration; and
  - **Regional:** strengthening locally responsive professional learning through Regional Professional Development Networks (RPDNs).
- **Steward the development and implementation of disciplinary innovation** through **five** core instructional domains, each led by Faculty AI Fellows:
  - **AI and STEM:** advancing the use of generative AI in labs, simulations, and data analysis, with a focus on equity and algorithmic reasoning;
  - **AI in Humanities and Social Sciences:** examining AI through the lenses of history, ethics, culture, and justice; supporting critical thinking, civic discourse, and creative expression;



- **AI and Language and Communication:** addressing authorship, plagiarism, and multilingual learning in an AI-mediated world, including ESL, English, and World Languages;
- **AI in Career Technical Education (CTE):** aligning sector-based curriculum with AI-driven tools in healthcare, manufacturing, logistics, education, and the trades; and
- **AI in Counseling and Student Support Services:** exploring how AI supports personalized education planning, mental health, and holistic advising across learner pathways.
- **Advise on instructional priorities** related to AI literacy, assessment redesign, inclusive pedagogy, Universal Design for Learning (UDL), and the integration of OER/ZTC into both general education and CTE courses.
- **Support Instructional Innovation,** delivering training and resources in AI-integrated instruction, culturally responsive teaching, accessible design, and digital pedagogy.
- **Coordinate the development and dissemination of resources** such as sample assignments, model policies, open repositories, and digital toolkits to ensure adoption and scaling of effective practices.
- **Promote alignment and shared learning** across faculty initiatives, regional networks, and statewide efforts by identifying emerging instructional needs, surfacing promising models, and guiding strategic investments.

## CONCLUSION: FROM STRATEGY TO TRANSFORMATION—A CALL TO LEAD

The Vision 2030: Professional Development Workplan is a declaration of what California’s community colleges can achieve when investing in people.

California’s students are navigating a rapidly changing world—economically, technologically, and socially and the California Community Colleges system must evolve with this change. The responsibility is shared, the challenge is complex, and the opportunity is profound: to lead the transformation of teaching, learning, and leadership in the largest and most diverse system of higher education in the nation. The infrastructure described in this plan—the Professional Development Council, the Faculty Professional Development Workgroup, and the integrated activities they oversee—ensures that this work is not just visionary but actionable. It ensures that faculty, classified professionals, and administrators are not left to navigate change alone but are supported as a collective force for transformation.

## RESOURCES

HUMANS Principles, Activity 1:

<https://www.cccco.edu/About-Us/Vision-2030/strategic-directions/GenAI-and-the-future-of-learning>

Activity 4: Zero-Textbook-Cost (ZTC) pathways and Open Educational Resources (OER):

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/burden-free-instructional-materials>

CPL, Activity 5:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/credit-for-prior-learning>

Noncredit, Activity 5:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Noncredit-Curriculum-and-Instructional-Programs>

Dual Enrollment, Activity 5:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Dual-Enrollment>

Climate Action Workplan, Activity 8:

<https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/climate-action-workplan.pdf>

EEO, activity 9:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Institutional-Effectiveness/EEO-Equal-Employment-Opportunity>